



Online Safety, Safeguarding and Wellbeing Bulletin



Safeguarding & Wellbeing contact details

Safeguarding Team 020 8769 3294

Safeguarding Lead: Mrs O'Donovan, Assistant Headteacher

Safeguarding Team: Ms Westlake, Mr Todd, Miss Forde, Ms Odewale, Ms Wellington

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Mental Health Lead: Ms Forde **Wellbeing Co-Ordinator:** Ms Henry

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Special Educational Needs Co-Ordinator: Ms Wellington

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Racial Justice, Pupil Voice & Reward: Ms Odewale, Assistant Headteacher

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Designated Ward Officer – Child and Young People - PC Mo Ahmed



BTG Safeguarding during weekends & School holidays:

If you have any concerns, please email us at the following address:

safeguarding@btg-secondary.lambeth.sch.uk but if it is an emergency call **999** or



0800 1111



0808 800 5000



Please visit our safeguarding page
on the Bishop Thomas Grant
Website
for further support and guidance

[https://www.btg.ac/Information/
Safe-Guarding/](https://www.btg.ac/Information/Safe-Guarding/)



As we reach the end of a busy term, the Easter holidays offer a valuable opportunity to **pause**, **reflect**, and **recharge**.

At BTG, we recognise the importance of wellbeing for both students and families. This season reminds us of hope, renewal, and new beginnings, a chance to reset and return stronger.



Easter Reflection

Easter is a time of hope and renewal.

“May this season bring peace, strength, and renewed hope to all.”

We encourage our students to reflect on:

What they are grateful for

How they have grown this term

How they can show kindness to others

We wish all our students and families a peaceful, safe, and joyful Easter break.

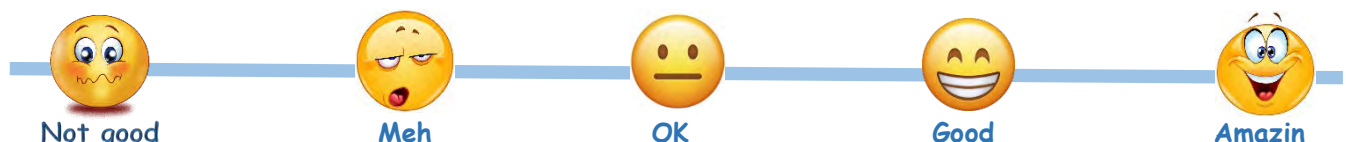
We look forward to welcoming you back refreshed, recharged, and ready for the new term



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How are you feeling today?





Well-being



E

Eat well. The food we eat provides the energy and nutrients our bodies need to function properly. A balanced diet that includes a variety of foods from different food groups can help ensure that we get all the essential nutrients, such as vitamins, minerals, protein, carbohydrates, and healthy fats that our bodies need to stay healthy. A healthy diet can also help you feel more energised, focussed, and mentally sharp. Eat regularly and try eating, more meals at home with vegetables and less fast foods.

A

Active. Visit a local park– or just grab a drink and walk around the neighbourhood. There are plenty of ways to keep active over the holidays. If you enjoy playing sports, consider organising a friendly game with friends or family. If team sports are not your thing, there are plenty of workouts you can do at home with little to no equipment including yoga, dance workouts, gardening and even cleaning.

S

Separate study and relaxation time. Make lists of what needs to be done and when they need to be completed. Set a clear start and finish time for study or work add in regular 20-30 minute breaks. To eat a snack or a few hours to meet friends. Focus only on the task in front of you; be careful not to cram too many things into a single session and become overwhelmed. Spread your activities out over the break and cross them off when completed – you will have a sense of achievement knowing that a task has been completed.

T

Talk to a friend. Easter can be a lonely isolating time for some people. Check in with your friends or loved ones. Staying connected is essential for maintaining a strong support system and improving mental health and wellbeing – remember the small moments matter. Have a ‘device free day’, meet up with friends in person.

E

Early to bed, early to rise, makes one healthy wealthy and wise. Get into the habit of going to bed early and waking up early, this can lead to a more productive and successful day. Aligning our bodies to the natural rhythms of the day and getting enough restorative sleep, between 8 and 10 hours every night, is important for our overall health and wellbeing. Try using your phone less for 30 minutes before going to bed. Better sleep can lead to less stress and anxiety.

R

Rest, relax and recharge. It is important to slow down, let your body repair and recover from any physical or mental exertion. When resting the body and mind can repair and replenish energy stores, tissue damage and strengthen the immune system. Rest and relax does not mean sleeping, you can try reading, meditating or any activity that slows you down and you find relaxing. Have a ‘NO PHONE’ hour each day.





Exam Stress



What is exam stress?

- Stress is the body's natural response to something threatening or frightening.
- Exam stress happens particularly around the time of exams.
- Mild levels can make us more alert and help motivate us.
- If stress levels are too high, it can impair our ability to prepare for exams, leading to more stress.

A certain level of stress is normal about exams!

Why is it important to look out for it?

- Levels of self-harm increase around the summer exam time.
- If we can spot it, we can help young people develop helpful strategies to manage the stress.
- Stress can impair performance if not managed.

What can I do to help a young person with exam stress?

- Talk to them about how they are coping
- Help them to plan study time with regular breaks and rewards
- Emphasise their other strengths if they struggle academically
- Reassure there are other options if things don't work out how they hope
- Make sure they eat well
- Encourage half an hour 'wind-down' before bed
- Make sure they have somewhere comfortable to study
- Remind them that feeling anxious about exams is normal
- Encourage light exercise
- Be reassuring and positive before an exam
- Talk through the parts of the exam that went well and then move on to the next one; don't dwell on the bits that didn't go well

What signs should I look out for in a young person?

- Feeling frightened, nervous or panicky
- Catastrophising, 'I can't do this'
- Difficulties sleeping
- Bad dreams
- Eating more/less than usual
- Difficulties concentrating on homework
- Not wanting to go to school
- Avoiding or excessive revising
- Not wanting to do activities previously enjoyed
- Feeling tired
- Tearfulness
- More irritable than usual
- Using the toilet often
- Fidgety
- Complaints of: racing heart, feeling faint, stomach ache, feeling sick, pains in the chest, feeling breathless, headache, butterflies in the stomach

Some useful websites and apps;

- Text CONNECT to 85258 for free to speak to shout
- <http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/Coping-with-exam-stress.aspx>
- 0800 1111 <https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>
- <https://www.camhs-resources.co.uk/apps-1>
- https://www.place2be.org.uk/exams?gad_source=1&gclid=EAlaIqobChMly4eYh9OAhQMVLlQBh19CgFYEAAYAAEgInc_D_BwE
- <https://www.youngminds.org.uk/young-person/coping-with-life/exam-stress/>
- <https://www.mind.org.uk/for-young-people/feelings-and-experiences/exam-stress/#WhatIsExamStress>
- https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/coping-strategies/exam-stress-coping-strategies/?gad_source=1&gclid=EAlaIqobChMly4eYh9OAhQMVLlQBh19CgFYEAAYASAAEgIqG_D_BwE

Stress can actually help you focus better and can be positive. Having small amounts of stress can stimulate you to think. Being able to manage your stress is key.

FRANK LONG

EVERYDAYPOWER





Tackling Fake News



In today's increasingly connected world, information is available at our fingertips. While this offers many benefits for learning and communication, it also presents new safeguarding challenges - particularly the rise of fake news. As a school community, it is vital that we equip our young people with the skills to navigate digital spaces safely and responsibly.

What is Fake News?

Fake news refers to false or misleading information presented as fact. It can take many forms, including fabricated stories, manipulated images, or misleading headlines designed to provoke emotional reactions. Often, fake news spreads quickly on social media platforms, making it difficult to distinguish truth from fiction.

Why is Fake News a Safeguarding Concern?

Fake news is not just an issue of misinformation - it can have real consequences for young people's wellbeing.

Exposure to false information can:

- Create unnecessary fear or anxiety
- Influence harmful beliefs or behaviours
- Encourage mistrust in reliable sources
- Make young people vulnerable to manipulation or online exploitation



In some cases, fake news is deliberately designed to target young audiences, using sensational content to gain attention or spread harmful narratives.

How Can We Support Students?

At Bishop Thomas Grant School, safeguarding extends beyond the physical environment into the digital world. We can support students by encouraging:

- **Critical Thinking:** Teach students to question what they read. Who created the content? What is the purpose? Is there evidence to support the claims?
- **Source Checking:** Encourage the use of trusted, reputable news outlets and fact-checking websites.
- **Digital Literacy:** Help students understand how algorithms and social media platforms can influence what they see online.
- **Open Conversations:** Create a safe space where students feel comfortable discussing what they encounter online without fear of judgement.

Advice for Parents and Carers

Parents and carers play a crucial role in supporting safe online habits. Consider:

- Talking regularly with your child about what they see online
- Encouraging them to verify information before sharing
- Modelling responsible digital behaviour
- Using parental controls where appropriate



Our Collective Responsibility

Safeguarding is a shared responsibility. By working together - staff, students, and families - we can build a community that is informed, resilient, and capable of navigating the challenges of the digital age.

By promoting awareness and encouraging thoughtful engagement with online content, we empower our young people not only to stay safe but to become responsible digital citizens.

If you have any concerns about online safety or safeguarding, please contact the school's safeguarding team at safeguarding@btg-secondary.lambeth.sch.uk



Mental Health Awareness



We need to teach our children that

Beauty is a state of mind

If we value ourselves, it doesn't matter what the world says – we can walk with confidence

Daily Happiness Hacks; Do one small thing each day for a week

MONDAY

Media message Reflection

Take a moment to reflect on an image on social media or advert that you've seen.

How did it make you feel about yourself? Why do you think it had

- What messages do adverts and social media often send about appearance?
- What can you do if something you see online makes you feel bad about yourself?

TUESDAY

Body Confidence Challenge

Share one positive thing about your body today. This could be something it allows you to do or something you are grateful for.

- How does focusing on what our bodies can do instead of how we look improve body confidence?
- Why is it important to value our bodies for what they allow us to achieve rather than how they look?

WEDNESDAY

Affirmation boost

Write down three positive affirmations for yourself. Take a moment to say them out loud. Reflect on how you feel afterwards

- How can positive self-talk improve how we feel about ourselves?
- Why do you think it's sometimes easier to say kind things to others than to yourself?

THURSDAY

#Thankful Thursday

Take a moment to jot down three things you're grateful for today. It could be something small or big

- How can practising gratitude improve your mood?
- Why is it helpful to focus on the positives, even on tough days?

FRIDAY

Kindness reflection

Think about a time when someone said something kind to you. How did it make you feel? Now, Share a kind thought with someone today.

- Why does kindness often make us feel good, even when we're the ones giving it?
- How can being kind help you to be kinder to others?



SATURDAY

Stereotype busting

Think about a stereotype you've heard recently whether in the media or in conversation. What's a way you can challenge or change that stereotype?

SUNDAY

Self-care Bingo

Fill out the bingo card with selfcare actions that you can complete over the next month.



**Be healthy and take care of yourself,
but be happy with the beautiful things
that make you, you.**

Beyonce



10 Top Tips for Parents and Educators

CREATIVE WAYS TO ENCOURAGE READING

Reading regularly has a life-long impact, yet recent data from the National Literacy Trust shows a decline in reading for pleasure among 8- to 18-year-olds, with just 32.7% enjoying it in 2025. Despite growing distractions, there are practical ways adults can spark a love of reading. This guide offers strategies and resources to help inspire young readers.

1 VALUE ALL READING

When we think about reading, it's very easy to picture a young person reading a fictional novel; however, reading is so much more than this. To help them understand, why not show them how to create a 24-hour reading diary? Jot down all reading and then discuss this with them. By doing this, you can demonstrate the many ways we turn to reading.



2 WIDEN THE SELECTION



Once we know reading can be varied, we need to think about the selection of reading material they can access. Visit a shop selling magazines, the library and a bookshop, and consider the range of material that is available within them. Then consider how you might broaden their reading choices, so all young people have access to a wide and varied selection.

3 GIFT A BOOK



One simple way to encourage reading is to make books feel special. Gifting a book adds value and shows it's something to be treasured. Whether it's as a reward or for a celebration like a birthday, let the young person choose a title or pick one you know they will enjoy. You could also include a personal note inside.

4 CONNECT WITH AUTHORS



Meeting authors can certainly spark an interest in their reading material. This might be through a live event in a school/bookshop or by using the wealth of online material that is now available. Encourage young people to look at ways to connect with authors using free resources such as Authorfy and Just Imagine's Children's Authors Live.

5 BUILD YOUR KNOWLEDGE



Access training about reading for pleasure to widen your understanding of this topic and, more importantly, how to develop it. Explore a wide range of free resources that can be found online. The more you know, the better placed you are to inspire a love of reading in others.

6 TALK BOOKS



There are times when we need silence to read and focus on our book; however, we know that reading is a social experience, so we must also factor in discussion time. Reading the same book gives two people a connection and the opportunity to voice their thoughts and questions about it. Why not buy two copies of a book and read it together? Start the connection.

7 RECOMMENDATIONS



As well as talking about the content of books, we can share what we are reading or have read recently. This can often act as a trigger for someone else to explore it. How often have you watched a film or series because someone else has recommended it? It's the same with books. If you know the young person well, you can tailor your recommendations and share why you think they'll enjoy it.

8 GO DIGITAL



With the rise in online digital material, we can easily focus on the negatives; however, it also brings a wealth of opportunities. Resources can aid and enhance the reading experience for young people. They can read along with audiobooks, translate, and track their reading goals with resources like Polyino and apps like Goodreads for older children. Augmented reality books also bring books to life and offer a great way for engagement.

9 RECONNECT



There can come a time when a love of reading seems to disappear. It does not mean it's gone forever; it generally means they have lost the connection. How do we get it back? Find the next piece of reading material that sparks their current interests. The National Year of Reading focus of 'Go All In' captures this well as it is their key theme. As children grow and change, so do their interests. A visit to the local library is a great way to support the reconnection.

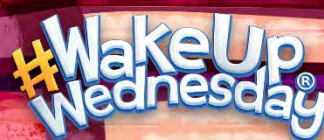
10 LEAD BY EXAMPLE



Let them see you reading. If you make time to read, you send a strong message to children: reading matters. Share why you enjoy it. Is it to relax, escape the world, learn something new or to be entertained? When children see reading as a normal and valued part of everyday life, they are more likely to adopt it themselves.

Meet Our Expert

Carl Pattison is a literacy advisor and early reading expert at The National College. Through his programmes, he supports schools to enhance reading and writing. In addition to his independent work, he also works for a large academy trust in the East Midlands as the strategic lead for their English Hub and Literacy Excellence Centre.



The National College®

See full reference list on our website



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/www.thenationalcollege



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HAF

SPRING

Lambeth's Holiday Activities & Food

Dear Parent/Carer

I'm delighted to let you know that this spring Lambeth Council will be hosting our Holiday Activities and Food Programme.

We are partnering with local holiday club providers across the borough to provide an exciting programme of meals and activities for children and young people in our local communities. Free places are available for children between the ages of 4 and 16 years, who are eligible for benefits-related school meals.

The programme will run from **30 March to 10 April** and is designed to give local families on benefits-related free school meals access to free, healthy food and fun activities over the spring holidays.

Each programme will provide:

- Free, healthy, and tasty food
- Fun physical activity sessions
- A wide range of other activities to suit different ages and personalities
- Opportunities to learn more about food and nutrition for children and families

You will be able to book up to 4 sessions per eligible child on our Eequ booking system from 2 March at 2pm.

To find out more scan the QR code or visit the web address below. I hope your family can take full advantage of the spring programme. If you'd like to learn more about what Lambeth Council has on offer to support with the increased cost of living, such as food vouchers, free childcare and access to pre-loved school uniform, visit www.lambeth.gov.uk/costofliving.

Yours faithfully,

Councillor Ben Kind – Cabinet Member for Children, Families and Education



If you want to receive this copy translated in other languages or in easy read format, please contact communications@lambeth.gov.uk

lambeth.gov.uk/haf

**A place we can
all call home**


Lambeth



10 Top Tips for Parents and Educators

DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

The National College

Ward Officer for Child & Young Person

Designated Ward Officer – Child & Young person
PC Mo Ahmed



It's better to hand items over than risk your own safety.

If you are ever in immediate danger, or if you see a robbery taking place, call 999 for an emergency response.

Victim of Robbery Although following crime prevention advice can really help reduce your chances of being robbed, it may still happen. It can be a frightening experience and leave you feeling worried. Never confront a thief – it's not worth risking your own safety for possessions that can be replaced.

- Fearless is the youth service of independent charity Crimestoppers. Fearless is 100% anonymous but they are unable to take reports from victims. It is a space for Children to give information anonymously.
- If you have been a victim of robbery, it's really important that you talk to a parent, guardian, an adult you trust, the Safeguarding Team or report it to the police
- If your mobile phone is stolen you must get it blocked by calling your Network Service Provider. If you need help to do this, ask your parent or guardian.
- Robbery or attempted robbery are serious crimes and should **be reported**. It's important you seek help straight away by dialing 999 from a friend's or trusted adults phone. This gives the Police the best chance to catch the suspects, recover any stolen property and ensure your safety. If you have returned home you should still report online www.met.police.uk or call 101.
- Whether you have a phone or not, **memorise** or keep a contact phone number (parent/carer/partner) in a separate place in your bag/zipped pocket in case of emergency.
- Victim Support have trained staff to support 0809168911 or www.victimsupport.org.uk/children-and-young-people

Personal Safety

Look confident *Move with purpose and try to be aware of your surroundings and avoid distractions like phones or loud music when walking *Plan your route and think about what to take with you, especially if you're going somewhere you haven't been before *Keep to busy, well-lit streets, walkways and paths which are more likely to be covered by CCTV and avoid shortcuts through isolated areas.

Know Emergency Contacts *Learn your address and phone number by heart *Memorize or have quick access to important phone numbers, such as parents, guardians, or a trusted adult. *Ensure you know how to contact emergency services (999 for urgent help).

Hide it *Keep your mobile phone and valuables out of sight. If you're using your phone it's more likely to be snatched from your hand as you're not paying attention to your surroundings, so look around you *Never leave a mobile, any device, wallet or purse on the table of an outdoor café or restaurant. Same goes for any jewellery you might be wearing – keep it covered when walking down the street *Share your live location with a family member and/or trusted friend or use apps that have safety check-ins such as 'Findmyfriend'

Travel in groups *Walking or commuting with friends can be safer than traveling alone *If traveling by bus or train, try to sit near other passengers or near the driver

Avoid Talking to Strangers *Do not engage in conversations with strangers or accept rides or gifts from people you don't know *Always tell an adult /parent if someone you don't know approaches or tries to interact with you *If you think someone is following you, cross the road or go to a place with a lot of people around, like a bus stop or shop

Use Trusted Transport *If you take public transport, know your bus or train routes and where to get on and off *If someone is bothering you on public transport, move to another seat and alert the driver or conductor if necessary

Practice Internet Safety *Be cautious about what you share online and who you connect with on social media *Avoid sharing your location or personal details publicly *Talk with parents, teachers, or school staff about any safety concerns you have or if you need advice

Recognize Safe Places *Identify safe places along your route to school where you can seek help, such as shops, cafes, or public libraries. * Some areas in London have designated "safe spaces" where trained staff can offer assistance

Finally – and this is so important to remember – if you're threatened with violence, don't risk your personal safety. Property can be replaced, you can't.

"MY DAD HAS *bipolar disorder.*"
 "My brother has *AUTISM.*"
 "My mom has *CANCER.*"
 "I *translate* for my parents."
 "My sister has *special needs.*"
 "My grandfather has *Alzheimers.*"
 "My mother has an *addiction.*"
 "MY FATHER HAS *Multiple Sclerosis.*"

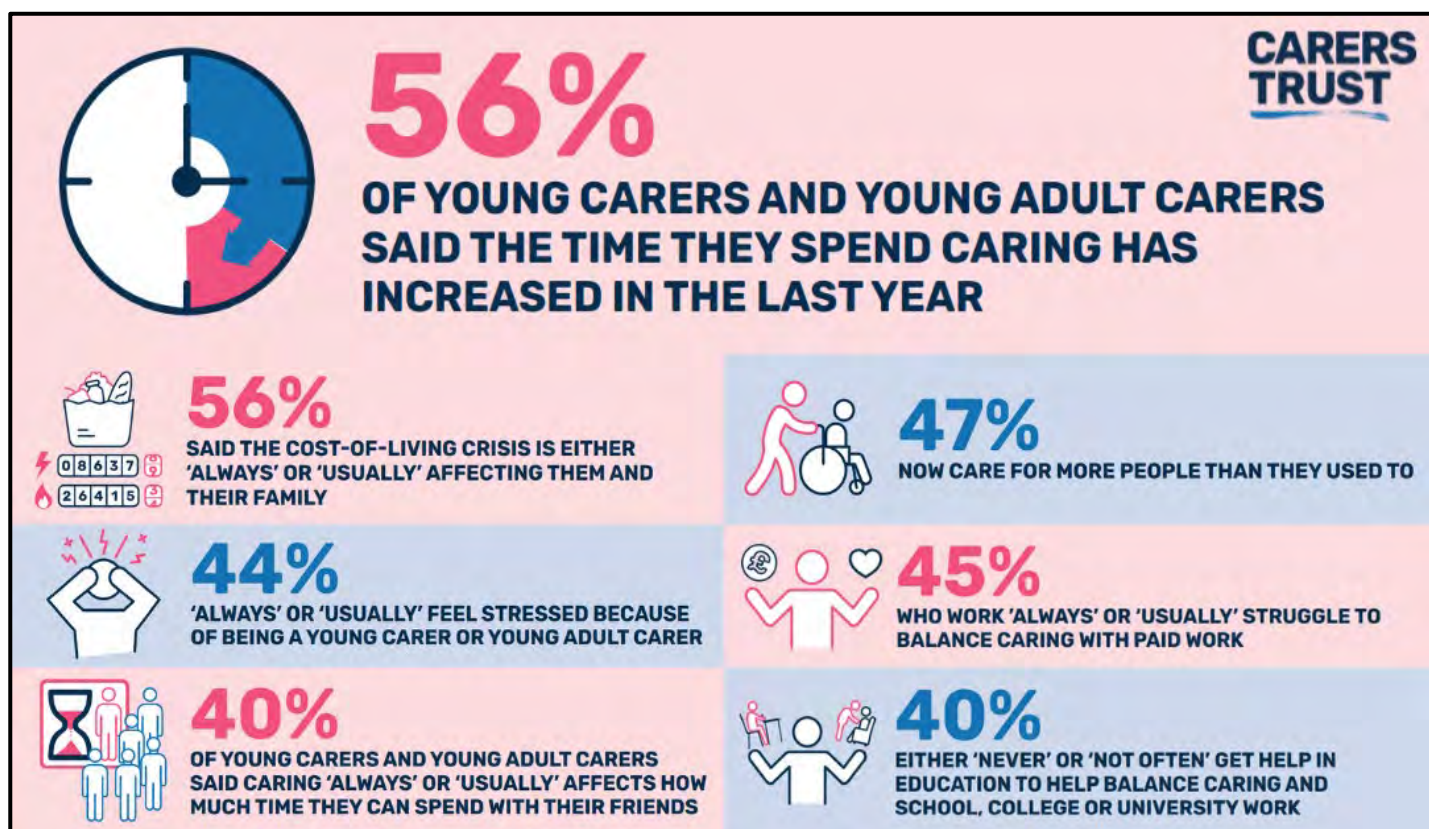


We recognise young carers as children and young people under the age of 18, who provide unpaid care for mums, dads, brothers, sisters, grandparents, and in some cases other family members/ friends because of a disability, illness, mental health condition, or drug and/or alcohol addiction. They often take on practical and /or emotional caring responsibilities that would normally be expected of an adult.

We are aware that the demands of this caring role can sometimes affect a student's emotional, physical and social wellbeing and their prospects in education and life.

All young carers are different their caring roles are different too. If you think you are a young carer or know someone who is a young carer, please let us know.

We would like to thank Ellie and the Lambeth Young Carer project for the invaluable support they have given and continue to give our Young Carers and their families. [Carers Hub Lambeth](#) | [Carers Hub](#) | [Greater London](#)



Lambeth: 020 7501 8970
connect@carershub.org.uk



Lewisham: 0300 111 1110
youngcarers@imago.community



Merton: 0300 303 1555
info@csmerton.org



Wandsworth: 020 8877 1200
eleanor@wandsworthcarers.org.uk



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Croydon: 07522 046 395
youngcarers@talkofftherecord.org



Southwark: 0300 111 1110
youngcarers@imago.community



Safeguarding → Attendance

Attendance is a safeguarding issue. The Government requires children to attend school for 190 days a year
<https://educationhub.blog.gov.uk/2024/02/29/fines-for-parents-for-taking-children-out-of-school-what-you-need-to-know/> .

School attendance

Your child should attend school every day unless there is an unavoidable cause, like illness. Good school attendance gives your child the opportunity to success and helps develop skills for life. Missing school damage's a pupil's learning and their grades, disrupts routines and make's pupils vulnerable to crime.

If your child is off school Phone the Attendance Office

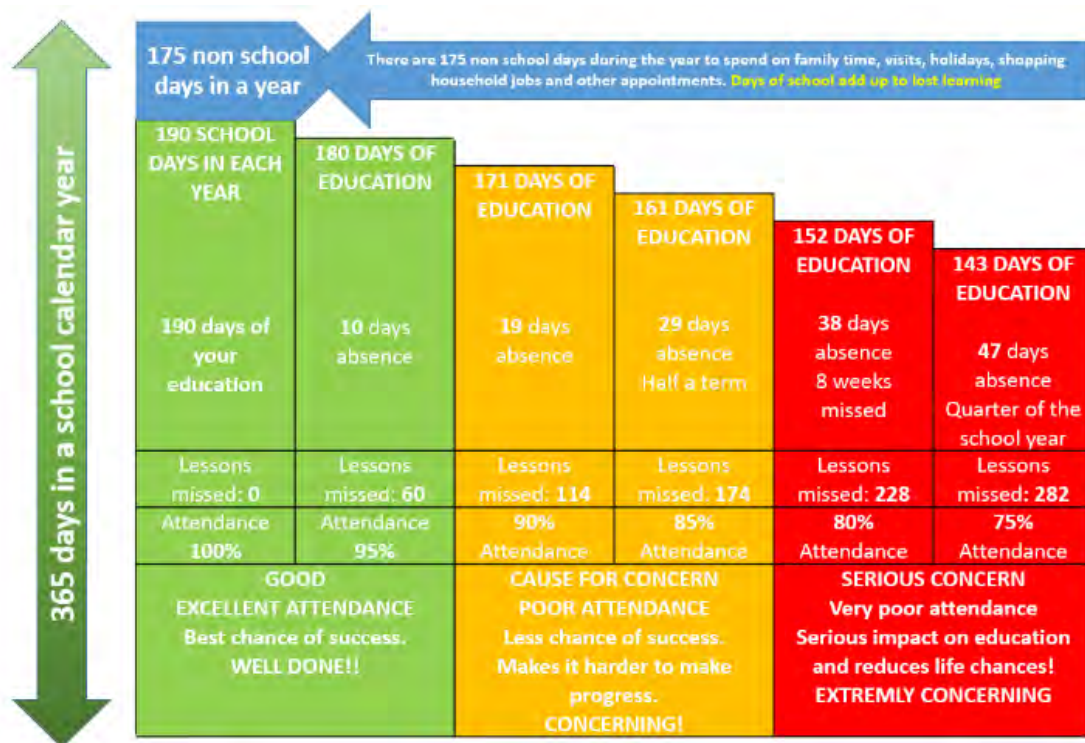
as soon as possible on the morning of absence to give a reason. Make routine dentist and doctor appointments after school or during holidays. If you have to make an appointment during school time, help your child to be at school for most of the day and let the school know about the appointment. You will be asked for a medical certificate or appointment card. Holidays in term time are only authorised in exceptional circumstances.

How can you be sure parent fines are fair? Fines are a last resort, and parents will be offered support to help improve their child's attendance first. The vast majority of fines for unauthorised absence (89%) are issued for term time holidays. If your child is facing barriers to school attendance due to special education needs or disabilities (SEND), schools, local authorities and wider services are required to work together to provide the right support in the first place.

When Penalty Notices are used When the school agrees for your child to miss school in advance, or accepts your explanation, absence is 'authorised'. All other absence is 'unauthorised'. Penalty notices may be used where absence is unauthorised, for example: * A parent has taken their child on holiday during term time without authorisation, especially when this means pupils miss exams or GCSE's. * Pupils are regularly late for school after the register has closed. * A pupil has eight or more unauthorised absences within the previous 10 week period. * Enquires made at school after a truancy sweep show the pupil's absence at that time as unauthorised. * Non-medical or medical meetings which are not related to your child.

If attendance does not improve or there has been no engagement with any support plan, we will issue you a notice to improve your child's attendance. You will be given a fixed period to improve your child's absence. If attendance does not improve and there is an overall absence of 10 sessions (5 school days) over 10 weeks, a fine can be issued.

How much could I be fined if my child misses school? In the majority of cases, schools and local authorities will try and provide support to help you improve your child's attendance first, if this isn't effective or the absence is for unauthorised term time holiday, parents may face paying a fine. Under the new national framework, all schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. From August 2024, the fine for school absences across the country will be **£80 if paid within 21 days**, or **£160 if paid within 28 days**. If you have already received Fixed Penalty Notice, a second FPN will result in an automatic £160 fine. If you received 2 fines within a 3-year rolling period, your child's school will have to consider a referral to the local authority for legal escalation, which could be a referral to the Magistrates Court under section 444 of the Education Act 1996, which could lead to a fine of up to £2500 and a possible 3-months custodial sentence. Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.





Further guidance and support

Safeguarding is
Everyone's
Responsibility

How to start a conversation about mental health – Mentally Healthy Schools	Guide for parents of children who have got in trouble online (inappropriate or illegal behaviour)	Text SHOUT to 85258	fearless Part of Crimestoppers https://crimestoppers-uk.org/fearless/more-info/youth-support-services Youth Support	DYSPRAXIA FOUNDATION Incorporating Developmental Coordination Disorder (DCD) https://dyspraxiafoundation.org.uk/	Family Lives – Support with all aspects of family life https://www.operationencompass.org/ OPERATION ENCOMPASS In every force. In every school. For every child.
YOUNG MINDS Fighting for young people's mental health https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-harm/	YOUNG MINDS Fighting for young people's mental health Supporting young people with mental health and wellbeing – Parents Survival Guide https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-harm/	YOUNG MINDS Fighting for young people's mental health YoungMinds – ADHD and Mental Health https://www.youngminds.org.uk/young-person/mental-health-conditions/adhd-and-mental-health/	YOUNG MINDS Fighting for young people's mental health Young Minds autism and mental health: https://www.youngminds.org.uk/young-person/mental-health-conditions/autism-and-mental-health/	YOUNG MINDS Fighting for young people's mental health Young Minds – how to look after your mental health during revision and exams https://www.youngminds.org.uk/young-person/blog/how-to-look-after-your-mental-health-during-revision-and-exams/	https://www.operationencompass.org/ OPERATION ENCOMPASS In every force. In every school. For every child.
NSPCC HELPLINE 0808 800 5000 help@nspcc.org.uk	NSPCC – Advice for talking about difficult topics https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children	NSPCC – Keeping children safe on-line https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/child-safe-settings-tiktok/	NSPCC – Let children know you are listening Let children know you're listening	www.nspcc.org.uk https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/supporting-children-with-send-talking-online/	Refuge For women and children. Against domestic violence.
South East London Mind https://selmind.org.uk/	Mind for better mental health https://www.mind.org.uk/for-young-people/feelings-and-experience/exam-stress/#WhatIsExamStress	No problem too small 0800 1111 www.childline.org.uk	childline 0800 1111 Childline – coping with anxiety and stress https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/coping-with-stress/	childline 0800 1111 Online bullying https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-social-media	https://www.samaritans.org/how-we-can-help/schools/deal-deal-resources/coping-strategies/exam-stress-coping-strategies/?gad_source=1&gclid=EAlaQobChM1z5335vedgwMVcpRQBh1c4gSpEAYASAEglqG_D_BwE
Parent Zone Local - advice, resources and information: www.pzlocal.org.uk	Recording of previous live streams for parents: https://www.youtube.com/user/theparentszone/videos?view=2	Parent guides - games, apps, platforms and emerging technologies: https://parentzone.org.uk/advice/parent-guides	Setting up games consoles: https://parentzone.org.uk/article/digital-family-basics-games-consoles	Setting up phones and tablets https://parentzone.org.uk/article/digital-family-basics-smartphones-tablets	Setting up smartwatches and fitness trackers: https://parentzone.org.uk/article/digital-family-basics-smartwatches-fitness-trackers
https://www.childrensociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/what-is-county-lines?gad_source=1&gclid=EAlaQobChM1z5335vedgwMVcpRQBh1c4gSpEAYASAEglqG_D_BwE	Free school meals https://www.london.gov.uk/who-we-are/what-mayor-does/priorities-london/free-school-meals/guidance-and-support-families?ac=180594=200498	Attendance https://www.lambeth.gov.uk/schools-and-education/school-attendance-and-exclusions/school-attendance	kooth Kooth is a free online service offering emotional and mental health support for children and young people www.kooth.com	cifas The Confederation of the Faithful https://www.cifas.org.uk/youngpeople	Setting up smart speakers and connected toys: https://parentzone.org.uk/article/digital-family-basics-smart-speakers-toys
Young Carer Referrals by Borough Bromley https://www.bromley.gov.uk/carers/young-carers Croydon https://www.talkofftherecord.org/croydon/young-carers-service/ Lambeth https://www.carershub.org.uk/young-carers Merton https://www.carersfirst.org.uk/young-carers/ Wandsworth https://carerswandsworth.org.uk/youngcarers/ Southwark https://www.carersfirst.org.uk/young-carers/			MHFA England https://mhfaengland.org/mhfa-centre/blog/What-does-a-good-nights-rest-mean-to-you/	MEEK MENTAL HEALTH WEEK CHILDREN, 2-6 https://www.childrensmentalhealthweek.org.uk/schools/#resources	coram https://www.coram.org.uk/ work with families using creative techniques to explore ways of strengthening family relationships creativetherapyadmin@coram.org.uk

Local Social Service Child Protection Referrals

Bromley	https://www.bromley.gov.uk/children-families
Croydon	https://www.croydon.gov.uk/children-young-people-and-families
Lambeth	https://beta.lambeth.gov.uk/children-young-people-families
Lewisham	https://lewisham.gov.uk/myservices/children-and-families
Merton	https://www.merton.gov.uk/social-care
Southwark	https://www.southwark.gov.uk/allservices
Wandsworth	https://www.wandsworth.gov.uk/community-safety/

<https://www.btg.ac/Information/Policies/> The school operates several policies which acts on statutory guidance and uses procedures that have been agreed by the local authority and are fully supported by the governing body and the staff

<https://www.btg.ac/Information/UK-GDPR/> UK GDPR legislation focuses on the way we gather, handle, store and dispose of data on our pupils, parents, staff and alumni. We have robust and secure systems for both our electronic and paper records

Safeguarding and Well-Being Bulletin can be found on the school website: www.btg.ac
The school website contains lots of useful information

